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ABSTRACT

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in the use of reference materials. The activities, which are presented in ascending order of grade level from third grade through sixth grade, are designed to develop reference skills and research skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually reference skills or research skills), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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MULTICULTURAL, NONSEXIST TEACHING STRATEGIES

U.S. DEPARTMENT OF EDUCATION
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REFERENCE

(k-6)

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INTRODUCTION

The implementation of Multicultural Nonsexist (MC,NS) education which was mandated in Iowa by House File 254 has been a challenge to all educators in the state. Although Iowa teachers have increased their awareness level regarding the need for MC,NS education, there remains an obvious lack of concrete strategies and suggestions to implement a MC,NS program in all content areas.

Since the inception in 1978, the AEA-7 Teacher Center has focused on MC,NS education as one of its major goal areas. Several efforts have been made to involve teachers in the development of MC,NS workshops and materials. This booklet, developed by a group of fourteen elementary teachers in Cedar Falls, Iowa, is one such effort.

This resource is divided into the seven Language Arts skill areas of Creative Writing, Grammar, Listening Skills, Literature, Oral Language, Punctuation and Capitalization, and References. Each skill area is color coded and offers a variety of concrete suggestions for MC,NS lessons for Kindergarten through sixth grade.

It is with great pleasure that the AEA-7 Teacher Center and the State Teacher Center Office make this booklet available to school districts and teachers throughout Iowa. We wish to thank the developers and project coordinators for their contributions to this booklet and hope it is utilized extensively in the implementation of a successful Multicultural, Nonsexist Language Arts Program in Iowa.

CHOOSING THE CORRECT WORD

Skill Area: Reference Skills
Grade Level: 3
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

The student will be able to distinguish between one-syllable words and two-syllable words.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Explain what syllables are. The sentences should contain both males and females in activities.

DIRECTIONS

For sentences 1-5, underline a one-syllable word to complete each sentence:

1. Sara enjoys making paper (airplanes, planes).
2. Carlos and his family went on a vacation to (Maine,Florida).
3. Cindy (taught,teaches) her dog a new trick.
4. Mr. and Mrs. Svenson went to the (show, movies).
5. Write your name with that (pen, pencil), James!

In sentences 6-10, underline a two-syllable word to complete the sentence:

6. My sister's name is (Sue, Diane).
7. After gymnastics, Dan wanted an (apple, apricot) for a snack.
8. They made Ben (giggle, laugh).
9. Aunt Hilda wanted to take us flying in her (plane,airplane).
10. Grandpa showed us how to play (monopoly, frisbee) last Saturday.

EVALUATION

Teacher collects papers and corrects them.

FAMOUS DETECTIVES

Skill Area: Reference Skills
Grade Level: 3
Group Size: Indiv. to 3
Time Allotment: 20 to 25 min.

OBJECTIVE/PURPOSE

To practice alphabetizing to the first and second letter.

MATERIALS NEEDED

Manilla folder 10 tagboard, magnifying glass, shapes with t.v. or movie show titles written on, envelope for storing shapes

DESCRIPTION OF ACTIVITY

Possible titles for magnifying glass shapes are:

Those Amazing Animals
Muppets
Monday Night Football
Nancy Drew
Sherlock Holmes
Charlie's Angels
Jeffersons

The titles used include both male and female names.

DIRECTIONS

1. Write your name and the date at the top of the paper.
2. Number your paper from 1 to 10
3. Put the 10 names in alphabetical order. Write them on the paper.
4. Put the shapes back in the envelope.

EVALUATION

Self-check by student using teacher-made key.

NEWSPAPER MAGIC

Skill Area: Reference Skills
Grade Level: 3
Group Size: Indiv. to 3
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

To practice alphabetizing to the first letter.

MATERIALS NEEDED

Manilla folder, 10 comic strips, strips of paper for children to write their answers on.

DESCRIPTION OF ACTIVITY

Choose 10 comic strips, each beginning with a different letter, paste on construction paper and laminate. Put directions on inside cover of manilla folder. Design front of manilla cover appropriately. Be sure to include titles which have both male and female names and comics that show non-traditional situations.

DIRECTIONS

1. Take a piece of lined paper.
2. Write your name at the top.
3. Number your paper from 1 to 10.
4. Take the comic strips out of the pocket.
5. Look at the title of each comic strip.
6. Put the titles in alphabetical order.

*Teachers: One side of folder might contain miniature comic strip samples that are in alphabetical order.

EVALUATION

Self-check by student using teacher-made answer key.

SPORTS ALPHABETIZING

Skill Area: Reference Skills
Grade Level: 3
Group Size: Individual to 3
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

To practice alphabetizing to the 2nd and 3rd letter.

MATERIALS NEEDED

10 pictures of various sports activities from magazines pasted on tagboard cards (6" x 4"), 1 manilla folder with pocket, strips of paper for children to write on. Pictures portray both sexes and many nationalities. On each card, label the sport such as bobsledding, tennis, swimming, bullfighting, etc.

DESCRIPTION OF ACTIVITY

Interest center on alphabetizing designed for individual to 3 children at a time. Design front of folder appropriately.

DIRECTIONS

1. Number your paper 1 to 10.
2. Put the sports cards in alphabetical order. Look Out for 2nd and 3rd letters.
3. Write the sport names on your paper.
4. When you are done, get the answer key from me to check your papers with.
5. On the back of your paper, write about your favorite sport. Be sure to tell what you LIKE about your favorite sport.

EVALUATION

Self-check by student with teacher-made answer key.

SUPER STARS IN SPORTS

Skill Area: Reference Skills
Grade Level: 3
Group Size: Individual to 3
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

To practice alphabetizing to 1st and 2nd letter.

MATERIALS NEEDED

Manilla folder with pocket, paper to write answers on. 10 tag paper shapes such as a tennis racket, baseball, football, etc. with the person's name written on the appropriate symbol.

Example: Dorothy Hamil - skates
Babe Ruth - baseball
Björn Börg - tennis racket
Fran Tarkenton - football
Chris Everett Lloyd - tennis racket

Keep these in an envelope for easy storage.

DESCRIPTION OF ACTIVITY

Students practice alphabetizing first or last names of celebrities. Be sure that you use names including both sexes; if possible, both a male and a female in the same sport and also people having other nationality-based names.

DIRECTIONS

1. Write your name and the date at the top of the paper.
2. Number your paper from 1 to 10.
3. Put the 10 names in alphabetical order either by the star's first name or by their last names. Write them on the paper.
4. Put the shapes back in the envelope.

EVALUATION

Self-check by student using teacher-made answer key.

ALPHABETIZING

Skill Area: Reference Skills
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the students become proficient in alphabetizing 4 to 6 words to the first and second letters.

MATERIALS NEEDED

Worksheet, pencils

DESCRIPTION OF ACTIVITY

Alphabetize the words and sentences. Be sure to incorporate other heritage-based names and female and male names in the sentences.

DIRECTIONS

Alphabetize the following names. (Hint: use the second letter in each name to alphabetize the names.)

1.	2.	3.	4.
Roberto	Boris	Margot	Antoinette
Running Deer	Beppe	Michael	Alice
Rachel	Bonita	Merle	Aaron
Renee	Brandon	Murray	Archie

Put the words in each grouping in alphabetical order. You will have a silly nonsense sentence when you're through. Sentences are as follows:

1. jumps Jenny jiggley rope
2. silly seven toads turns took twisting
3. oranges Olaf opens
4. songs Ingrid sweetly sings
5. windows weeping yearly yawn

EVALUATION

Teacher checks

ALPHABETIZING NAMES

Skill Area: Reference Skills
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students will practice alphabetizing names to the 2nd and 3rd letters.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Students will practice alphabetizing names. Be sure to include names using both sexes.

DIRECTIONS

Number the names from 1 to 4 in alphabetical order:

1. ___ Melissa	2. ___ Bobby	3. ___ Cindy
___ Martina	___ Betsy	___ Carlos
___ Molly	___ Billy	___ Conrado
___ Michael	___ Bart	___ Celia
4. ___ Hattie	5. ___ Lois	6. ___ Richardson
___ Hubert	___ Lester	___ Reichert
___ Hilda	___ Laura	___ Ryan
___ Henry	___ Lynn	___ Rokuesk

EVALUATION

Teacher checks.

ALPHABETIZING NAMES

Skill Area: Reference Skills
Grade Level: 3
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

Students will practice alphabetizing to the 2nd letter.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

Students practice alphabetizing first names. Be sure you use names including both sexes if possible.

DIRECTIONS

Write the names in each list in alphabetical order:

1. Rick _____
   Reggie _____
   Randy _____
   Rhonda _____

2. Erika _____
   Eduardo _____
   Ellen _____
   Elinor _____

3. Antonio _____
   Agnes _____
   Alvarez _____
   Adrienne _____

4. Giria _____
   Glenn _____
   Gordon _____
   Geraldine _____

EVALUATION

Teacher check.

FINDING OUT ABOUT NATIVE AMERICANS TODAY

Skill Area: Listening Skills
Grade Level: 3
Group Size: Class
Time Allotment: 1-2 30 min. sessions

OBJECTIVE/PURPOSE

To acquaint students with the way Native Americans live today.

MATERIALS NEEDED

Book "Getting to Know American Indians Today" written by Hildegard Thompson, pencil and paper.

DESCRIPTION OF ACTIVITY

Read parts or all of this book to your students. Instruct them to listen carefully while you read the story to them. A variation to this activity would be for you to record the story on tape and have it be an individual activity.

DIRECTIONS

Have each student write down 3-5 new pieces of information that he/she has learned about Native Americans.

EVALUATION

Teachers check information written by student with information in book.

ALPHABET CONCENTRATION GAME

Skill Area: Listening Skills
Grade Level: 3
Group Size: Small or large group teams
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

The students will state a name that begins with each alphabet letter and repeat the names in order that the children before him or her on the team has said.

MATERIALS NEEDED

Two teams of students. Start with 5-6 on a team and work up numbers on team as students familiarize themselves with the game.

DESCRIPTION OF ACTIVITY

Using as many female and male names of a variety of nationalities, all students on the team will give names beginning with a certain alphabet letter and repeat in order everything that each student before him or her said.

DIRECTIONS

The teacher gives each team a letter and then each member of the team must state names that begin with that letter. Each child must repeat in order everything that the children before him or her said. Students on other team are to listen carefully to see that names begin with the correct letter and that students are stating them in proper order.

EVALUATION

Teacher checks for alphabet letter and sequence given by each student.

AUDITORY DISCRIMINATION FOR RHYMING WORDS

Skill Area: Listening Skills
Grade Level: 3
Group Size: Small or large groups
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

The student will listen and complete each sentence with a rhyming word.

MATERIALS NEEDED

Copy of rhyming word sentences for teachers to read

DESCRIPTION OF ACTIVITY

Using female, male, and other nationality-based names, the students will complete each sentence with a rhyming word.

DIRECTIONS

Ask the students to give their own rhyming words to complete the sentences. (Words in parentheses are only sample responses.)

1. Antonio has a white mouse.
   He lives in his (house).
2. Tom can spin a top.
   He likes it a (lot).
3. Naomi knows a boy.
   His name is (Roy).
4. Karen has a cat.
   He is very (fat).
5. My name is Billy.
   My cat's name is (Willie).
6. Jerry's dog is lean.
   Carrie's cat is (clean).
7. Greta will ride the train.
   In the (rain).
8. My friend Kate
   Is always (late).
9. Alberto runs so fast,
   but he always comes in (last).
10. Reggie likes to ride a bike
    Rather than (hike).

EVALUATION

Teacher or students decide if responses will be appropriate.

HOMOGRAPHS

Skill Area: Homographs
Grade Level: 3
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

To acquaint students with homograph[s] that sound and spell alike but have different meani[ngs].

MATERIALS NEEDED

Pencil, paper or chalkboard

DESCRIPTION OF ACTIVITY

Explain what homographs are. The sentences should contain both male and females in activities.

DIRECTIONS

Students will choose the correct homograph from the box.

spring	light	spell	post	spin
state	interest	pitch	flat	case

1. In the _____, Nanette watches the fish in the _____, _____out of the water.
2. In the summer it is _____ a long time and Pedro can wear _____ colored clothes.
3. Hildagard said she would cast a _____ on anyone who didn't _____ her name correctly.
4. Jessie thinks his head will _____ the way Eva makes her top _____.
5. Matilda can _____ softballs even when it is _____ dark.
6. Helmut and Ida will change a _____ tire on the _____ road rather than on a hill.

Have challenge students make sentences using post, state, interest and case similar to the above using male and females in sentences.

EVALUATION

Teacher checks. Answers: (1) spring, (2) light, (3) spell, (4) spin, (5) pitch, (6) flat

CHOOSING THE CORRECT SYNONYMS

Skill Area: Synonyms
Grade Level: 3
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The students will choose the correct synonym.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTITITY

After discussing synonyms, the students will choose the correct synonym to fit in the sentence. The sentences will include male, female, and other nationality-based names.

DIRECTIONS

Choose a synonym from the box for the underlined word in each sentence.

begin	crashed	flashed	stared
pounded	rattled	screamed	terrified

1. Rick was very scared _____.
2. Nanette howled _____as she ran across the playground.
3. Sam Deernose banged _____ the screen door.
4. Maria's father would start _____the car when everyone was buckled up.
5. Noelle shook _____the piggy bank until some change came out.
6. Eugene's footsteps thumped _____across the porch.
7. Alberts' brown eyes looked _____at Rick through the screen.
8. Lightening flared _____ and Ericka could see the shape of an animal.

EVALUATION

Teacher check.

CHOOSING THE CORRECT SYNONYMS

Skill Area: Synonyms
Grade Level: 3
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The student will choose the correct synonyms.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

After discussing synonyms the students will choose the correct synonym to fit the sentence. The sentence should include both male and female names.

DIRECTIONS

Choose a synonym from the box for the underlined word in each sentence.

tosses	scare	sad
speak	choose	glad

1. Did Richard <u>frighten</u> you? _____
2. Connie <u>throws</u> the ball to Eduardo._____
3. Celia is <u>happy</u> to meet Gwen._____
4. Will Bessie <u>pick</u> the book she wants?_____
5. Alberto looks <u>unhappy</u>. _____
6. Mr. Perelmann and Lester like to <u>talk</u> about their pets. _____

EVALUATION

Teacher checks.

USING CONTRACTIONS

Skill Area: Contractions
Grade Level: 3
Group Size: Class or small group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students will be able to replace the verb in each sentence using a contraction that means "not" with the verb/

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Review that contractions are made by making two words into one, and an apostrophe will show where the letters are left out. Sentences will contain names of both sexes and other nationality-based names.

DIRECTIONS

Replace the verb in each sentence with a contraction that means "NOT". Write the new sentence.

1. Renee and Janet were not there on Thursday.

   _____

2. Hans can not come with us today.

   _____

3. Mary and Joe have not finished the project.

   _____

4. Naomi should not use the tools after dark.

   _____

5. Juan and Sam are not very fast at swimming.

   _____

6. Do not bother Alfred while he is painting.

   _____

7. Martin and Rachel would not share the glue.

   _____

8. Sarah was not the last one.

   _____

EVALUATION

Teacher check.

USING ANTONYMS

Skill Area: Antonyms
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To acquaint the students with antonyms (opposites).

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

Explain what antonyms are - opposites. Go over several examples. Be sure to include names of male, female, and other heritage bases. The words in parenthesis are examples only - don't put these on the worksheet.

DIRECTIONS

Write an antonym in the place of the underlined word in each sentence:

1. Noelle lifted the light box. (heavy)
2. Ben filled the tiny pitcher with lemonade. (huge)
3. The comics made us cry. (laugh)
4. Albert won the game. (lost)
5. Sam likes broccoli. (dislikes, hates)
6. Ericka and Janet went for a short walk. (long)
7. Math was difficult for Martin to learn. (easy)
8. The fat dog belongs to Marsha. (thin)
9. Rachel was very sad. (happy, glad)
10. Joe's plate was very empty at Thanksgiving dinner. (full)

EVALUATION

Teacher check.

USING ANTONYMS

Subject Area: Antonyms
Grade Level: 3
Group Size: Class or small group
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The students will choose the correct antonym (opposite).

MATERIALS NEEDED

Pencils, worksheet

DESCRIPTION OF ACTIVITY

After discussing antonyms, the student will choose the correct antonym for each sentence. A variety of nationality names will be included.

DIRECTIONS

Use an antonym from the box for each word in parenthesis

late	frowned	hard	sad
younger	angry	quick	often

1. Gwen was feeling (happy)._____
2. Mr. Gomez (smiled)_____at his pet cat.
3. Jerome had two (older)_____brothers.
4. It was very (early)_____for Tina to be eating lots of sweets.
5. Carlos will be (pleased)_____when he gets home.
6. Cindy had homework that was (easy)_____ to do.
7. John is (slow)_____in the relay race.
8. Pedro (seldom)_____sees snow in the winter.

EVALUATION

Teacher Check.

CHOOSING THE CORRECT HOMONYM

Skill Area: Homonyms
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The students will choose the correct homonym.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

After discussing homonyms, the students will choose the correct homonym to fit the sentence. The sentences will include other heritage-based names and male and female names.

DIRECTIONS

Choose the correct homonym. Write each sentence carefully.

1. Pam through, threw the baseball through, threw the window by mistake.
2. Mark will learn how to so, sew the button on his shirt.
3. Nanette's brown pear, pair of socks had holes in the toes.
4. Maria dug a whole, hole to plant the small tree.
5. Jay invited four, for friends to his birthday party.
6. Sam Deernose red, read many books about composers.
7. The boys and girls went for a sleigh, slay ride in December.
8. Ingrid wanted to weigh, way the fruit before she bought it.
9. The wind blew, blue Sara's blue, blew cap off her head.
10. Eugene scent, sent Lola a pen-pal letter.

EVALUATION

Teacher Check.

USING HOMOGRAPHS

Skill Area: Homographs
Grade Level: 3
Group Size: small or class size
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

To acquaint the students with homographs (words that sound alike but are spelled differently).

MATERIALS NEEDED

Worksheet, pencil or use overhead projector and have students copy sentences.

DESCRIPTION OF ACTIVITY

Explain what homographs are. Use several examples. Be sure to use a wide variety of male, female, and other heritage-based names.

DIRECTIONS

Write the correct word in each blank.

1. Noelle wanted to (see/sea)_____. herself in the mirror.
2. Tim Conway (nose/knows)_____he makes people laugh.
3. Everyone could (hear/here)_____Reggie when he sneezed.
4. "What did you say, Rachel? (eye, I)_____can't (hear/here) _____you." asked Marion.
5. Henry (blue/blew)_____the balloon until it popped!
6. Susan Woo (red /read)_____a book about becoming a doctor.
7. Mr. Gomez can (so/ sew)_____a button on his jacket.
8. Hilda said (eye/I) _____could have some of her candy bar.

EVALUATION

Teacher check.

ACCOMPLISHMENTS OF PEOPLE OF VARIOUS BACKGROUNDS

Skill Area: Research
Grade Level: 4
Group Size: Class or center
Time Allotment: Varies

OBJECTIVE/PURPOSE

The student shall use various books to find in what way these people contributed to our country.

MATERIALS NEEDED

Variety of books about blacks, women, Indians.

DESCRIPTION OF ACTIVITY

Discuss the fact that we often hear about the deeds of the white male but that others such as Black Americans, Native Americans, and women, also have contributed much to our culture. Assign the names for research.

DIRECTIONS

Find out in what way these people were known. You may need to use a number of books. Be sure to use the Table of Contents, index, and headings to help you.

EVALUATION

Check the papers to see if they are correct.

These are some names of Blacks who have influenced our American history. Write what each was known for:

George Washington Carver (scientist)

Esteban - (explorer)

Marian Anderson - (singer)

Paul Laurence Dunbar - (poet)

Edward W. Brooke - (Senator)

Harriet Tubman (led slaves to freedom)

Langston Hughes - (poet, author)

Jackie Robinson - (baseball player)

Benjamin Banneker (astronomer, mathematician)

Martin Luther King, Jr. (freedom fighter)

Willie Mays (baseball player)

Booker T. Washington (educator)

Frederick Doublas (freedom fighter, statesman)

Mary Bethune (educator)

Find out what these women were known to have done:

Dolly Madison (first lady - President Madison)
Harriet Tubman (led blacks to freedom)
Clara Barton (founder of American Red Cross - Civil War)
Amelia Earhart (aviatrix)
Helen Keller (blind, deaf, dumb - overcame handicap)
Susan B. Anthony (rights for women, voting, college)
Dorothea Dix (helper of mentally ill, hospitals for them)
Harriet Beecher Stowe (black, fought against slavery)
Pocahontas (Indian princess saved Captain Smith)
Barbara Frietchie (defended the flag)
Sacajawea (Indian guide, helped Lewis and Clark)
Elizabeth Blackwell (first woman doctor)
Molly Pitcher (soldier, Revolutionary War)
Juliette Low (founder of Girl Scouts)
Jane Adams (helper of the poor in slums - Hull House)

SURVEY OF DIFFERENCES

Skill Area: Oral Research
Grade Level: 4
Group Size: Class or small group
Time Allotment:

OBJECTIVE/PURPOSE

The student shall complete a survey and through discussion, gain an understanding of the differences in various age groups. Also, they should gain a respect for these differences and also how there are similarities.

DESCRIPTION OF ACTIVITY

Ask the children their favorites, then assign task to survey others of various age groups about their favorites. Follow with group discussion.

DIRECTIONS

Discuss some favorites of children. Ask them if their parents or younger or older brothers and sisters have the same likes. Assign them to make a survey of at least one older and younger person to find out their favorites. Encourage them to ask grandparents, too. After the surveys are done, discuss the results. Ask questions such as these:

Why do we like and dislike certain things?
Are there things children don't like because their parents dislike them?
Are there examples of things or customs one generation gets from another?

Conduct a survey of your family or others. Try to include grandparents and older neighbors. Keep a record of their answers.

Favorite T.V. shows

Magazines

Foods

Activities

Music

Songs

Cars

Sports

EVALUATION

The students should have contributed to the discussion. Check the surveys. Have the students write a short paragraph about the results of the survey and discussion.

USE OF GENDER IN NEWSPAPER

Skill Area: Research
Grade Level: 4
Group Size: Class
Time Allotment: Class Period

OBJECTIVE/PURPOSE

Children develop awareness of amount of coverage relating to both sexes in newspapers.

MATERIALS NEEDED

Newspapers, crayons

DESCRIPTION OF ACTIVITY

Words relating to each sex; men, women, boy, girl, he, she, him, her, his.

DIRECTIONS

Mark all the words relating to one sex in one color, all those to another in a different color.

EVALUATION

Discuss the results and the reasons for variations.

Other newspapers and magazine ideas - watch for and clip out features about women, elderly, other cultures.

Write job names or professions such as postman, policeman, fireman, and ask the children to watch for these. Have them notice the way these professions are referred to. Discuss the reasons for the change.

MULTICULTURAL REPORTS ON HOLIDAYS

Skill Area: Writing Reports
Grade Level: 4
Group Size: Class or enrichment
Time Allowed: Several Periods

OBJECTIVE/PURPOSE

Children should be able to read and report about a holiday. Children should appreciate the traditions of various cultures.

MATERIALS NEEDED

List of various holidays, books to use for research, paper, pencil. Other materials if poster or projects are done.

DESCRIPTION OF ACTIVITY

Discussion of holidays, celebrations, festivals. Assign topics for reports.

DIRECTIONS

The United States is made up of people from many nations. These people brought their own traditions and many continue to celebrate certain holidays. We can find out more about these by reading and reporting and sharing our findings.

This can be done by assigning each child to research a holiday and sharing the report on that day.

Or this could be an activity done by more able students who could also be responsible to conduct activities or other projects about the holiday.

Some holidays beside the usual could be the Jewish holidays, Chinese New Year, St. Lucia, St. Patrick's Day, St. Nicholas Day, and also the variations of how one holiday is celebrated, such as Christmas or New Years by people from different backgrounds.

EVALUATION

Teacher evaluates

WRITING REPORTS ON MINORITIES

Skill Area: Biographies
Grade Level: 4
Group Size: Class
Time Allotment: Several Class Periods

OBJECTIVE/PURPOSE

The student shall read about and report on a person (not white male) who has done some great deed.

MATERIALS NEEDED

Books about Black, Native Americans, and women, paper and pencil.

DESCRIPTION OF ACTIVITY

Discuss biographies. Have the students use a form to note their research. Write the biographies in short form.

DIRECTIONS

Choose a person that is black, Native American, or a woman to read and report about. Try to use several references. Keep notes as you read. Write your report from your notes. Have it checked for errors. Recopy it. Have it contain the following:

1. Name of the person.
2. When he or she lived.
3. Where did the person live?
4. What was life like when he/she was young? Such as home, family, school, interests.
5. What events led her/him to do the things for which he/she was remembered?
6. What was he/she most remembered for doing?
7. What do most admire about this person?
8. What weaknesses and strengths did he/she display?
9. How was this person like you?

EVALUATION

Check papers for paragraphs, punctuation, capitals. Share biographies with the class orally or on a bulletin board.

NONSEXIST, NONRACIST IN TEXTBOOKS

Skill Area: Research
Grade Level: 4
Group Size: Class or Small Group
Time Allotment:

OBJECTIVE/PURPOSE

The students shall become aware of the use of both sexes and various cultures or races in textbooks.

MATERIALS NEEDED

Various textbooks

DESCRIPTION OF ACTIVITY

Discuss the terms nonsexist, nonracist. Assign textbooks to small groups or individuals. Record observations.

DIRECTIONS

Discuss what is meant by nonsexist, nonracist and how this could be observed in books. Ask the children to make notes of how the textbook they have has shown this.

EVALUATION

Compare results and share these with the class.

* This may be limited to a unit instead of the whole book. If possible, it would be good to do this with older textbooks to compare and note changes.

* This could be a yearly activity starting with the first unit and doing it with each unit as they finish.

Check the textbook

1. Does it show women and men or boys and girls the same number of times?
2. Does it show various races in the pictures?
3. Does it have stories or articles about both men and women and different groups of people?
4. Does it show women or girls in roles usually done by men or boys?

NATIVE AMERICAN CONTRIBUTIONS TO AMERICAN HERITAGE

Skill Area: Dictionary,Classify
Grade Level: 4
Group Size: Class or Center
Time Allotment: 4 class sessions

OBJECTIVE/PURPOSE

The student shall be able to:

1. alphabetize words with 90% accuracy
2. use a dictionary for pronunciation and meaning
3. classify words into groups
4. extend uses of vocabulary

MATERIALS NEEDED

Paper, pencil, dictionary

DESCRIPTION OF ACTIVITY

Discussion of Native Americans's contribution and the use of them. Assign a lesson or let children work individually, going to the next lesson after the other is completed.

DIRECTIONS

Most of the Native Americans today live as we do - in houses, not tepees; wear regular clothes, not deerskin. But they appreciate and treasure their past and would like to be remembered for the many ways they've contributed to our heritage. Ask the students if they can tell you about any of these. Assign Lesson 1, on attached sheet.

EVALUATION

Check each lesson for assigned tasks - alphabetical order, pronunciation, meaning, classification.

Lesson 1 - Alphabetical Order

Put each group of words into alphabetical order:

A	B
moccasins	woodchuck
chicle	avacado
kayak	tepee
canoe	basketball
cotton	banana
maple syrup	poncho
hammock	pepper
corn	ginger
skunk	trousers
hurricane	popcorn
sassafras	papoose
clam	vanilla
chowder	rubber
snowshoes	pecan
hominy	papoose
squash	volleyball
lacrosse	beans

These are some Native American gifts that play an important part in our life today. Find the words in a dictionary and write the pronunciation and meaning.

kayak
tuxedo
lacrosse
avacados
papoose
hominy
chicle
chowder (clam)
poncho
toboggan
sassafras

Below are many of the things we have gained from living with Native Americans. See if you can group or classify them in several ways. Look up the words in a dictionary if you're not sure what they mean.

moccasins	papoose
chicle (gum)	skunk
kayak	clam chowder
hammocks	sassafras
woodchuck	popcorn
avacados	trousers
tepee	maple syrup
canoe	bananas
cotton	vanilla flavoring
hurricane	ponchos
corn	rubber
infant seats	volleyball
basketball	beans
pecan	lacrosse
snowshoes	squash
peppers	ginger
hominy	avacado

Lesson 4

Do one or all of these:

Choose an item or group and write the different ways that object is used. For example: peanuts - in the shell, in candy, peanut butter, cookies, animal food, vegetable oil.

Choose one group or item and draw pictures of the way we use it.

Make a little booklet. On each page, show a group or several words with pictures.

AMERICAN WOMEN'S ROLES IN SOCIAL OR POLITICAL FIELDS

Skill Area: Reference Skills
Grade Level: 4
Group Size: Class or small group
Time Allotment: 2 30-min Periods

OBJECTIVE/PURPOSE

The student will look up material for and write a short paper on the achievements of a woman chosen from an available list.

MATERIALS NEEDED

Reference books, paper and pencil

DESCRIPTION OF ACTIVITY

Discussion for introduction and then assigned writing task.

DIRECTIONS

Pass out a list, or list on the board, of names of women to choose from, such as:

Abigail Adams	Dolly Madison	Harriet Tubman
Julia Ward Howe	Amelia Earhart	Eleanor Roosevelt
Susan B. Anthony	Dorothea Dix	Mary McLeon Bethune
Sarah Pittman	Barbara Jordan	Barbara Walters

The report should include information on the following:

1. Notes of interest about her personal life.
2. Life experiences which shaped her character and values.
3. Her major contribution to American political and social welfare.
4. My personal opinion or reaction to this person.

EVALUATION

Collect papers, read and comment on the best points of each. Make a bulletin board to display the reports.

MULTICULTURAL WORDS

Skill Area: Reference Skills & Art
Grade Level: 4
Group Size: Class
Time Allotment: 2 periods

OBJECTIVE/PURPOSE

The student will research or interview a Jewish person to find the meaning of a shofar. Then a New Year's card will be constructed.

MATERIALS NEEDED

Reference books on Jewish history. Oak tag, blue construction paper, tempera paint, brushes, a shofar shape. Paper and pencils for the research report. If a person is available to bring a shofar into class and tell about it, this would be better.

DESCRIPTION OF ACTIVITY

Described in Directions

DIRECTIONS

Find out about a shofar. Write a short report. Make a New Year's card. Directions:

1. Cut a stencil of a shofar on the oak tag.
2. Fold blue construction paper in half. Fasten stencil to blue paper.
3. With just a touch of paint of the brush, use outward strokes from the edge of the stencil onto the paper.
4. Lift off stencil, allow to dry.
5. Write a New Year's message inside the card.
6. Give the card to someone special.

EVALUATION

Observation.

LOOKING FOR PREJUDICE AND/OR STEREOTYPING

Skill Area: Reading
Grade Level: 4
Group Size: Class or reading group
Time Allotment: 2 Periods

OBJECTIVE/PURPOSE

The student will find examples of prejudice in newspaper articles.

MATERIALS NEEDED

Several newspapers from different areas.

DESCRIPTION OF ACTIVITY

Described in Directions

DIRECTIONS

Work in small groups of 3-4. Give each group a different newspaper. Have students look for articles, pictures, captions and ads that contain information on ethnic minorities. Tally these articles pertaining to Asian-Americans, Black-Americans, Mexican-Americans and Native-Americans. Conduct a discussion as to prejudice and/or stereotyping found. From what ethnic group do you think most of the reporters came? List as many reasons as you can for prejudice.

EVALUATION

Discussion - student collections of articles.

CHINESE CALENDAR

Skill Area: Reference Skills
Grade Level: 4
Group Size: Class
Time Allotment: One Period

OBJECTIVE/PURPOSE

The student will understand the meaning of the Chinese calendar.

MATERIALS NEEDED

Key to Chinese Year, a Lunar Calendar, key animals in the Chinese Zodiac, scissors, paste

DESCRIPTION OF ACTIVITY

A legend will be told to the class. Then a copy of a Zodiac calendar and key to the lunar calendar will be passed around and discussed.

DIRECTIONS

Tell the following legend: "An ancient legend tells that Lord Buddha once invited all the animals to a great meeting. Only 12 animals came. To honor these animals, Buddha named a special year for each one. The year's cycle begins with the year of the mouse, then the ox, the tiger, the rabbit, the dragon, the serpent, the horse, the sheep, the monkey, the cock, the dog, and last, the year of the boar".

After telling this story, distribute copies of a Zodiac calendar. Next distribute the key to the lunar calendar listing the order of the Chinese year. The students are to paste the calendar in the correct order, using the key.

Each student could find the year of his/her birth on the key and draw a picture of that animal. What is the symbol for this year? Next year?

EVALUATION

Teacher observation of student's use of the calendar.

WHERE OUR LANGUAGE COMES FROM

Skill Area: Reference Skills
Grade Level: 4
Group Size: Class
Time Allotment: One period

OBJECTIVE/PURPOSE

The student will use reference materials. Dictionaries must contain etymologies - to look up the words to determine what culture they came from.

MATERIALS NEEDED

Dictionaries that contain word etymologies, worksheet copies of "words from other cultures"

DESCRIPTION OF ACTIVITY

	Words from Other Countries		Answer Key
1.	banjo	a. Chinese	1. f
2.	mackinaw	b. Dutch	2. e
3.	tariff	c. German	3. g
4.	chow	d. Greek	4. a
5.	caboose	e. American Indian	5. b
6.	restaurant	f. African	6. j
7.	hamburger	g. Arabic	7. c
8.	theatre	h. Hindu	8. d
9.	shampoo	i. Norwegian	9. h
10.	pizza	j. French	10. m
11.	kimono	k. Portuguese	11. n
12.	bantam	l. Scottish	12. p
13.	ski	m. Italian	13. i
14.	bazaar	n. Japanese	14. r
15.	banana	o. Spanish	15. k
16.	sputnik	p. Japanese	16. q
17.	plaid	q. Russian	17. l
18.	patio	r. Russian	18. o

DIRECTIONS

Have students match the word with its origin by looking up the words etymology.

EVALUATION

Pick up papers, exchange and check together.

SEXISM IN THE MEDIA

Skill Area: Writing & Oral
Grade Level: 5
Group Size: 25-30
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

To research and become aware of sexism in the media - T.V., magazine advertisements, etc.

To write a nonsexist ad of their own.

MATERIALS NEEDED

Magazines, paper, pencils, colors

DESCRIPTION OF ACTIVITY

Described in the Directions

DIRECTIONS

Ask students to search for nonsexist ads to bring to class. Use student contributions to discuss:

1. What constitutes a nonsexist ad?
2. Do these ads include people of all ages, colors and shapes?
3. Why isn't industry using more nonsexist ads?
4. Do nonsexist ads still exploit people? In what ways?

Ask students then to write his/her own nonsexist ad, illustrate it if they wish to put on bulletin board for display.

EVALUATION

Teacher checks for correct spelling and word usage.

Source: Adapted from Again at the Looking Glass

WOMEN IN HISTORY

Skill Area: Reference Work
Writing Skills
Grade Level: 5
Group Size: Class
Time Allotment: Two to three class periods

OBJECTIVE/PURPOSE

To develop skills in using reference notes and to use skills in writing down knowledge gained from use of reference skills.

MATERIALS NEEDED

Encyclopedias and other reference materials, pencil, paper

DESCRIPTION OF ACTIVITY

Described in Directions

DIRECTIONS

Instruct students to do research on one of the following women to discover some of the accomplishments of these persons and the difficulties in society that they may have had to overcome. The list comes from Today's Changing Roles.....

Abigail Adams	Elizabeth Blackwell	Jane Adams
Amelia Bloomer	Susan B. Anthony	Shirley Chisholm
Ti-Grace Atkinson	Dorothea Dix	Clara Barton
Charlotte Forten	Mary McLeod Bethune	Margaret Fuller
Ann Bradstreet	Grimke Sisters	Sara Josepha Hall
Ann Hutchinson	Carrie Nation	Florence Nightingale
Mary Lyon	Emmeline Parkhurst	Emma Lazarus
FRances Perkins	Virginia Miner	Pocahontas
Constance Motley	Eleanor Roosevelt	Lucretia Mott
Alice Roosevelt	Lydia Mott	Sacajawea
Margaret Sanger	Margaret Chase Smith	Gloria Steinem
Lucy Stone	Harriet Beecher Stowe	Sojourner Truth
Harriet Tubman	Lillian Wald	Mercy Otis Warren
Emma Willard	Mary Wollstonecraft	Frances Wright

EVALUATION

Teacher collect and read.

"WHAT'S IN A NAME?"

Skill Area: References & Writing Skills
Grade Level: 5
Group Size: Class
Time Allotment: Two to three class Periods

OBJECTIVE/PURPOSE

To find out origins of given names and meanings.

MATERIALS NEEDED

Reference books on name origins, i.e. any of the "Name Your Baby" books that are available.

DESCRIPTION OF ACTIVITY

Having several books on hand that you have gotten from the library or students have brought, students will do research on their names to see where they originated from and what they mean. They will write an essay on information found.

Then have class discussion to share information and compare backgrounds - hopefully to recognize various ethnic backgrounds in the class.

DIRECTIONS

As explained in Description

EVALUATION

Teacher collect essays and check for errors.

DERIVATION OF WORDS (IN U.S. & IOWA HISTORY)

Skill Area: Reference
Grade Level: 5
Group Size: Class or Individual
Time Allotment: One to two class Periods

OBJECTIVE/PURPOSE

To help students become aware of the many words or names of places around them that come from different ethnic and cultural backgrounds and have influenced the language of our country.

MATERIALS NEEDED

Iowa state map, teacher's manual, The Soc-Sciences: Concepts & Values, Harcourt, Brace, Jovanovich; A to Z From Ackley to Zwingle; Makers of America, Encyclopedia Britanica, Vol. 9, pp. 166-176.

DESCRIPTION OF ACTIVITY

In connection with a unit on Iowa History, place "misi sipi" on the board. What does it say? Where did the word come from? Explain that many familiar names of cities around Iowa have names that come from many ethnic groups. Direct students to use their school library or public library and find sources (with some suggestions from the teacher) they can use to list such names and tell what they mean.

DIRECTIONS

Same as Description

EVALUATION

Teacher collect and check over for correct spelling.

Possible follow up: Make bulletin board with names and meanings displayed.

WOMEN IN HISTORY

Skill Area: Reference & Comp.
Grade Level: 5
Group Size: Class
Time Allotment: Several Classes

OBJECTIVES/PURPOSE

To give practice in using reference materials. To give practice in writing reports and to become aware of women in different societies and eras in history.

MATERIALS NEEDED

Paper, pencils, reference materials

DESCRIPTION OF ACTIVITY

This is an assignment for a research project to be given orally in class. Before giving directions you should make copies of the following information (sheet attached) to give to each student.

Explain that each should use a minimum of three different sources. Also keep a bibliography.

DIRECTIONS

Same as Description.

EVALUATION

Collect and read.

Source: Undoing Sex Stereotypes by Marcia Guttentag & Helen Bray

FIFTH GRADE: WOMEN IN DIFFERENT SOCIETIES AND ERAS IN HISTORY*

This is an assignment for a research project to be given orally in class. Before you give your presentation, you should ditto an outline to pass out in class the day of your report. The outline should cover the main points of your presentation, and also include the sources you have used for your research. (You should use a minimum of three different sources.) In your report, answer as many of the following questions in A, B, C, and D as you can, in depth. If you are doing a period of American history, be very sure to cover D in depth.

I. QUESTIONS TO BE COVERED IN YOUR ORAL REPORT:

A. In this society, how did most people feel about:

1. The nature of women
2. What traits were feminine and masculine
3. What were possible and proper roles for women

B. What was the status of women in this society or era:

1. Their legal rights (to property; rights in marriage or divorce)
2. Their educational possibilities
3. Their work possibilities

C. What goals, if any were women striving for in this era:

1. What methods did they use?
2. How successful (if at all) were they in achieving their goals?

D. Discuss the lives of the most important or significant women in this era. (What obstacles did they face in achieving their goals, and in living the kind of lives they wanted to live?)

You are free to do your presentation in whatever way you think will be most effective. Remember that two factors are very important to a good presentation:

1. Getting across the necessary information
2. Holding the attention and interest of the class for the duration of the report.

Use whatever materials or strategies you like. You might choose to use photographs, pictures, paintings, role playing, costumes, etc.

II. THE CHOICES

A. American History:

1. 17th and 18th century: The colonial women; women in Puritan New England; the frontier women.

*Reprinted with permission from Patricia Silvers.

2. 19th Century women
   a. General - the Victorian era
   b. Pre-Civil War southern belles
   c. Pre-Civil War feminists (the early women's rights movement
3. The World War One era: the Suffragettes
4. The 1920's: the Flapper
5. The Depression
6. The 1950's: Dr. Spock and the era of Domesticity
7. The Black Woman in America (17th Century to present)

B. Traditional Societies:

8. The Japanese women (the geisha; the wife)
9. Eskimo women
10. Indian women (of India)
11. African women
12. Arab women

C. Women in liberated (?) societies today:

13. The Scandinavian women
14. The Israeli women

D. Communist Countries (before and after)

15. Russian woman (1917 - the revolution)
16. Chinese woman (1949 - Chinese Revolution)
17. Cuban woman (1957 - Cuban revolution)

INDIVIDUAL

Skill Area: Report Writing
Grade Level: 5
Group Size: Class
Time Allotment: Three Class Periods

OBJECTIVE/PURPOSE

To give practice in using library reference materials to do reporting. To have students gain better awareness of their personal heritage.

MATERIALS NEEDED

Paper, pencil, bibliographies

DESCRIPTION OF ACTIVITY

Discuss with students that they will be doing research, with the use of their bibliographies, on their ancestral backgrounds. They'll want to include information about the history of their ancestors coming to America and customs that they brought with them that their family may share yet today. They will want to include specifics such as foods, clothing, music, art, holiday celebrations enjoyed which have been characteristics of their culture.

DIRECTIONS

Same as description.

EVALUATION

Teacher will collect and read reports.

USING YOUR LIBRARY

Skill Area: References
Grade Level: 5
Group Size: Class
Time Allotment: Two class periods

OBJECTIVE/PURPOSE

To give practice in using card file and reference areas of the library to list a bibliography of materials available to research family backgrounds.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Guide a discussion with students about their ancestrial and cultural backgrounds, listing the various groups on the board, i. e. African American, Puerto Rican, Jewish, Native American, etc. Then instruct students to go to their school library or public library and list all the reference material available on a particular ethnic or cultural group. If there aren't enough different groups for each individual to research they could work in pairs. You'll also want to go over procedure for listing bibliographies.

Discuss what "ancestor" means and what "culture" means:

Culture: the shared ideals, thoughts, and feelings, values and expectations of a group.

Questions

1. What is a culture?
2. Does everyone belong to or possess a culture? Why or why not?
3. What are some characteristics of a culture? (Food, clothing, customs, religion).
4. Is there a dominant culture in America, or are all cultures equal?
5. Is there a dominant culture in this community? What?

EVALUATION

Teacher checks over.

SEX ROLES IN THE MEDIA

Skill Area: Reference
Grade Level: 5
Group Size: Class
Time Allotment: one week

OBJECTIVE/PURPOSE

To help make students aware of sex stereotyping in the media.

MATERIALS NEEDED

Newspapers

DIRECTIONS

Ask students to collect comic strips for one week. Have them list or collect examples of men and women (boys and girls) shown either together or separately in unfair or discriminatory ways and also in fair or equal ways. At the end of the week conduct a class discussion comparing the results of information collected.

Some possible questions:

1. What do the media seem to be saying about female roles? Male roles?
2. How are women represented?
3. How are men represented?
4. Are women represented as often as men or in as varied kinds of ways?
5. Compare the ways in which men and women are represented in clothing, physical appearance, feelings and emotions and in actions.

DESCRIPTION OF ACTIVITY

Same as directions.

EVALUATION

Class discussion of information gathered.

SPANGERFREN PICTIONARY!

Skill ARea: Foreign Dictionary
Grade Level: 5
Group Size: Class
Time Allotment: 45 min.

OBJECTIVE/PURPOSE

To acquaint and interest students in a foreign language and recognize how a dictionary is arranged.

MATERIALS NEEDED

Pen, colored pencils, several sheets of lined or unlined paper.

DESCRIPTION OF ACTIVITY

Take 10-20 common English words and then have students make a Pictionary (illustrated dictionary) in either Spanish, French, or German for those English words.

DIRECTIONS

Here are some examples of words that could be used. Have students alphabetize.

	English	French	Spanish	German
1.	horse	chevel	cahallo	pferd
2.	cent	centime	centavo	pfennig
3.	cat	chat	gato	katze
4.	flower	fleur	flor	blume
5.	tree	arhre	arbol	baum
6.	rabbit	lapin	conejo	hase
7.	chair	chaise	siela	sessel
8.	table	table	mesa	tish
9.	candy	bonbon	dulces	kandis
10.	plate	assiette	plato	teller
11.	cup	tasse	taza	tasse
12.	apple	pomine	marzana	apfel

Students can illustrate each word with a sketched picture, and colored with colored pencils. The English equivalent of each foreign word can also be given. Students may add words to their pictionary that they know in one particular language.

EVALUATION

Students can be divided into three groups (French, German, Spanish) and using their pictionary, can learn to pronounce the words with their teacher/mentor/parent.

Pictionaries may be displayed in the library or shared at parent/teacher conferences.

BLACK SPORTS FIGURES

Skill Area: Writing Reports
Grade Level: 5
Group Size: 20-25
Time Allotment:

OBJECTIVE/PURPOSE

To familiarize boys and girls with some great American sports figures.

MATERIALS NEEDED

Pencil, paper, library access

DESCRIPTION OF ACTIVITY

Have students choose a Black sports figure and write a paragraph about that person.

DIRECTIONS

Here are some sports figures to choose from: (One person per sports figure)

Sonny Liston
Joe Frazier
Archie Moore
Joe Louis
Willie Mays
Jim Brown
Muhammad Ali
Ernie Terrell
Gale Sayers
Floyd Patterson
Jackie Robinson
Bill Russell
Franco Harris
"Goose" Tatum
Maury Wills
Althea Gibson
Wilt Chamberlain
Arthur Asche
Lou Brock
O. J. Simpson
Roy Campanella
Elgin Baylor
Jesse Owens
Wilma Rudolph
Hank Aaron
Vida Blue
Lew Alcindor

EVALUATION

Have students share the results of their research in the next several class periods.

INTERNATIONAL BIOGRAPHERS

Skill Area: References
Grade Level: 6
Group Size: small group
Time Allotment: Ongoing

OBJECTIVE/PURPOSE

Students will become familiar with world leaders.

MATERIALS NEEDED

Bulletin board map with room on the edge to place information on personalities

DESCRIPTION OF ACTIVITY

Recognizing international personalities and relating names to countries.

DIRECTIONS

Identify current and well-known writers of children's stories. Feature a bulletin board with room on the side to place student prepared biographical sketches of writers and world leaders.

EVALUATION

The bulletin board will be kept current throughout the year as world events dictate different leaders in the spotlight.

INTERNATIONAL BANKERS

Skill Area: References
Grade Level: 6
Group Size: Class
Time Allotment: 2 classes 45-min. each

OBJECTIVE/PURPOSE

Student will collect and display foreign money.

MATERIALS NEEDED

Encyclopedias, dictionaries, bulletin board

DESCRIPTION OF ACTIVITY

An opportunity to explore the world monetary system.

DIRECTIONS

Begin interest by sharing coins of a foreign country. Discuss their relationship to American coins. How produced? Based on what value? Purchasing power? Previously used system? Then list these countries and coins for a beginning:

Italy - lire
Spain - peseta
Japan - yen
Holland - guilder
England - shillings
France - francs
Denmark - krone

Students will produce research and write up short briefs for a bulletin board display.

EVALUATION

Students will go beyond the suggested countries to learn about the world money system.

OLYMPIC RACE

Skill Area: References
Grade Level: 6
Group Size: Class
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

The students, in pairs, will become more proficient in using the dictionary.

MATERIALS NEEDED

One dictionary for every two players

DESCRIPTION OF ACTIVITY

An opportunity to become more familiar with the dictionary and the derivative of words.

DIRECTIONS

The class is divided into two teams. Pupils work in pairs with one dictionary to a pair. The teacher gives a word (MC/NS emphasis). One partner looks for it. The other obtains recognition from the teacher and responds with meaning and derivative. Score one point per correct response. Dictionaries should be closed at start of each race and a dictionary lesson should preceed the game or be given on a previous day.

EVALUATION

The score will indicate the ability of the participants.

JUST A SCRAMBLE

Skill Area: References
Grade Level: 6
Group Size: Class/Center
Time Allotment: 15 min.+

OBJECTIVE/PURPOSE

The student will develop an interest in playing word games and become more proficient in using a dictionary.

MATERIALS NEEDED

Dictionary and duplicated sheets of scrambled words similar to the following:

Native American Word Scramble

1.	corn	meiza
2.	money	pammuw
3.	tent	eeept
4.	warrior	revab
5.	woman	wasuq
6.	shoes	sacsinmoc
7.	hatchet	hotwamok
8.	baby	soappoe

DESCRIPTION OF ACTIVITY

An opportunity to enhance the use of the dictionary and provide a jump off point for discussion of words contributed to our language from other cultures.

DIRECTIONS

Pupils are given a limited time to unscramble the words and write them with correct spelling on a separate sheet of paper. The winner is the one who has the most unscrambled words correctly spelled in the shortest time. Students may prepare their own lists of scrambled words extending Native American contributions or choose another culture.

EVALUATION

Papers are scored on correctness and time taken.

WORD ORIGINS

Skill Area: Reference Skills
Grade Level: 6
Group Size: Individual or small
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

After discovering the origins of some of our commonly used words, the students will become aware that our language draws from many ethnic groups.

MATERIALS NEEDED

Paper, pencil, Dictionary of Word & Phrase Origins Vol. I, II by William and Mary Morris; and Word Origins and Their Romantic Stories by Wilfred John Funk; Encyclopedia

DESCRIPTION OF ACTIVITY

Given a list of words, small groups of students or individual students will look up and report on the origins of interesting words.

DIRECTIONS

Give the students lists of various words we use such as "sandwich" and "derrick". The students then look up these words in various reference books to find the origin of the word. This will also help the students become familiar with the format of encyclopedias and various dictionaries. The students can then repeat their findings to the class either in written or oral form.

EVALUATION

Can be done informally listening to the groups or individuals report or in a formal evaluation utilizing the word's definitions and ethnic origin.

ALPHABETIZING

Skill Area: Reference Skills
Grade Level: 6
Group Size: Small or Large
Time Allotment: 20-35 min.

OBJECTIVE/PURPOSE

Using a list of names reflecting the cultural ethnic and/or racial background of the community, the students will correctly alphabetize the list.

MATERIALS NEEDED

Local telephone directory, pencil, paper

DESCRIPTION OF ACTIVITY

The students alphabetize a list of randomly chosen names from the local telephone directory. The names have been chosen to include those reflecting the ethnic and/or racial background of the community.

DIRECTIONS

Using a local telephone book, gather sample names in a reasonable quantity and put randomly in a list. Try to include representative names of ethnic groups or racial backgrounds of your community. The students will then alphabetize the list which is put on the chalkboard or overhead projector.

EVALUATION

The lists will be evaluated as to the accuracy of the alphabetizing.

PERSONAL DICTIONARIES

Skill Area: Reference Skills
Grade Level: 6
Group Size: Small or large
Time Allotment: 30-60 min.

OBJECTIVE/PURPOSE

To understand what a dictionary is, the students compile one made of local or their own age-group words. The students will find that dictionaries record the meanings of various words in various communities.

MATERIALS NEEDED

Pencil, paper, index cards

DESCRIPTION OF ACTIVITY

The students will compile their own dictionary composed of their own local or age-group words. Words that are found to be used in conversational ways should be omitted.

DIRECTIONS

The students should be divided in small groups and "brainstorm" language peculiar to their community or age group. Any words whose definitions are those found in conventional dictionaries should be omitted. The words usage should be checked with dictionary listings. By doing this, the students become familiar with the format of a dictionary and will use it in their own dictionary. The words are each put on an index card, one to a card, and arranged in alphabetical order. The cards can then be collated or rewritten in book form. Each group can make their own dictionary or pool their cards together to make one larger dictionary. In this case, care should be taken that entries are not duplicated.

EVALUATION

Teacher evaluates.

DICTIONARY SENTENCES

Skill Area: Reference Skills
Grade Level: 6
Group Size: Small or large
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Using a single page of the dictionary, the students will construct sentences using only words on that page plus added articles and prepositions.

MATERIALS NEEDED

Dictionaries for each student, pencil, paper

DESCRIPTION OF ACTIVITY

Students pick a noun and a verb on a random page in the dictionary. The students then complete a sentence using other words found on the same page, adding only articles and prepositions if needed.

DIRECTIONS

Each student opens to any page in the dictionary at random. On that page, the student finds a noun and a verb. The student then adds as many other words as he/she can find on that one page to form a sentence that makes sense. The only other words that can be added besides those on the page are articles and prepositions.

A variation of this could be the usage of the telephone yellow pages instead of a dictionary.

Example: Peaceful peacocks pay peachy pawnbrokers.

EVALUATION

Teacher evaluates.

WHATSHISNAME

Skill Area: Reference Skills
Grade Level: 6
Group Size: Large, small, or individual
Time Allotment: 20-30 min.

OBJECTIVES/PURPOSE

With the completion of this activity, the students will be aware of the origins of their own surnames.

MATERIALS NEEDED

My Backyard History Book by David Weitzman, Little, Brown & Co., pencil, paper

DESCRIPTION OF ACTIVITY

The students will attempt to learn the origin of their own surname either through reference materials or from their family sources.

DIRECTIONS

Compile a list of all the surnames of the students in the class. A good history on surnames is found on pp. 12-15 of the Weitzman book listed above. The brief history could be read aloud to the class. Using the charts (listed below) have the students infer the origins of the surnames.

A Father's Son

Robertson	Davison
Carlson	ibn Hussein
Robinson	Ben-David
Stevens	Rodriguez
Richardson	O'Reilly
MacAndrew	Pavlovitch

Physical Feature or Reputation

Youngman	Black
Strong	Altman (old man)
Newman	Moody
Klein (small	Good
Armstrong	Truman
Goodfriend	Hardy

Time of Birth

Summer	Valentine	
Winter	St. Martin, etc.	
Noel		

Where You Lived

Green	Woods	Walls
Atwater	Underwood	

Occupations

Miller	Baker
Smith	Mason
Schumacher	Farmer
Carter	Barber
Piper	Plowman
Brewer	Archer

If the students aren't able to find out the origin of their names from these lists, they can try to find out from various reference books or by asking their parents.

EVALUATION - Group participation will be observed.